

## **HIST 6300-101: Seminar in Latin American History: U.S. Relations with Cuba**

### **Course Description:**

This graduate seminar will explore the many dimensions of the history of the relationship between the United States and Cuba, from Cuban “independence” in 1898 to the present, with newly restored relations. Emphasis will be placed on relations between the two countries in the early twentieth century, the role of organized crime and casino tourism in the 1950s, the Cuban Revolution, the years of the U.S. embargo towards Cuba, the “Special Period” (after the fall of the Soviet Union), and now into the post-Fidel years. We will take a chronological and thematic approach to the class, using a variety of books, essays, and articles to try to explain the strained relations between the two countries. The course will include a foray into cultural dimensions of Cuban transnational relations that include music, film, and sports.

### **Class Dates, Location and Hours:**

Dates: December 11-17, 2017

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: November 12, 2017

### **Site Director:**

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### **Professor Contact Information:**

Course Professor: Sterling Evans, PhD

Mailing Address: Department of History  
University of Oklahoma  
403-A Dale Hall Tower  
455 W. Lindsey St.  
Norman, OK 73019

Telephone Number: (405) 325-7264

Email Address: [evans@ou.edu](mailto:evans@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhg.follett.com](mailto:0831mgr@fhg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Fernandes, S. (2006). *Cuba represent! Cuban arts, state power, and the making of new revolutionary cultures*. Durham, NC: Duke University Press. ISBN 9780822338918.

2. Segrera, F.L. (2017). *The United States and Cuba: From closest enemies to distant friends*. New York: Rowman & Littlefield. ISBN 9781442267220.
3. Pérez, Jr., L.A. (1998). *The war of 1898: The United States and Cuba in history and historiography*. Chapel Hill: University of North Carolina Press. ISBN 9780807847428.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Objectives:**

The primary focus of this seminar will be to introduce a variety of themes to students on the history of the relations between the United States and Cuba. The goal is for students to come to an understanding and appreciation for this strained relationship—how it became so, the main results of it, the historical and economic implications, and where things stand today, especially in light of recent policies enacted by the Obama administration. America’s foreign policy towards Cuba, especially since 1959, has been manifestly different from that of the rest of Latin America, and in this class we shall attempt to understand why. We will also consider regional responses (from Latin America and the Caribbean, the Organization of American States, etc.) to the U.S. position towards Cuba. Emphasis will be on examining change over time with the relations (economic, political, diplomatic) between the two nations. Like any such topic regarding U.S. overseas involvement, there is a wide array of interpretations on this history—important aspects we will consider and evaluate in the course. And as in all history classes, a side objective will be to continue developing students’ ability to think and write critically, and developing both analytical and discussion skills.

### **Course Outline:**

#### **One week before the first class session, Tue. Dec. 4, 2017:**

**Pre-course assignment over readings** (see below for description). **This paper should be e-mailed as a Word.doc attachment to Dr. Evans by Tue. Dec. 4.**

#### **First Class Session:**

- Introductions and Orientation; Background History
- Cuba in the Context of Latin American and Caribbean History (colonial legacies, slavery, plantation economics, etc.)
- The Spanish-American-Cuban War and “Independence” for Cuba
- Film clips
- Discuss: Pérez (all); Bulmer-Thomas and Dunkerley chap. 1 by Dunkerley (D2L)

#### **Second Class Session:**

- U.S.-Cuban Relations: The Twentieth Century
- Film clips
- Quiz and Discuss: readings #1: García Luis chap.’s and documents (Canvas)

#### **Third Class Session:**

- The Twentieth Century, cont.: Economic Relations and Issues
- Film clips
- Discuss: essays “Economic Transformation,” “Cuban Diaspora,” “The Cuban Five,” “Transnational Ties,” “Remittances,” and “Foreign Investment” (Canvas)

#### **Fourth Class Session:**

- U.S.-Cuban Relations:
- Aspects of Social and Cultural History
- Film clips
- Quiz and Discuss: Fernandes, chap.'s 1, 2, and 3; 2 essays on sports, 1 on "Medical Internationalism," and 1 tourism (Canvas)

#### **Fifth Class Session:**

- Current and Future Directions of U.S.-Cuban Relations
- Film clips
- Quiz and Discuss: Essays "Aftermath of 9-11," "Logical Cuba Policy," "Raulista Foreign Policy," and "Possibility of a Respectful Dialogue"

#### **Sixth Class Session**

- Final discussions
- Final film
- Final Exam (in class, short paragraph and essay format, 2.5 hours)

#### **January 18, 2018:**

Post-course assignment (see description below). **The paper should be e-mailed as a Word.doc to Dr. Evans anytime between December 17, 2017 and January 7, 2018, but not after this date.**

#### **Assignments, Grading and Due Dates:**

##### **Pre-Course Assignment:**

This will be a 6 to 8-page paper analyzing the *Pérez* book on the Spanish-American War (required to purchase). Read the book very carefully to pick up on the author's important points and insights. Along the way, for context read Chapter 1 (by Dunkerley) that I have posted on D2L from the book *The United States and Latin America: The New Agenda*. Provide a review and reaction to the *Pérez* book, and add insights that you learned from the Dunkerley chapter and how they all apply or combine together here. Be constructively critical (strengths and weaknesses), including on the style and tone of the book and other readings. As a "reaction paper" the review should also include a personal perspective. What did you take away from these readings? What struck you the most, and why? The reaction paper should be no longer than 8 pages, double-spaced, correct margins, 12 font, and making use of proper citation style (any style each student would rather use, just be consistent). **15 points, due no later than Tuesday, December 4, 2017 by e-mail Word.doc attachment to Dr. Evans**

##### **In-Class Quizzes:**

These will be short and to the point over readings to be discussed on the days indicated. **5 points each**

##### **Final Exam:**

This will be a comprehensive exam over material covered for the six days of this course. The format will be short paragraph answers and one longer essay, taking no more than two and a half hours of the final class period. **25 points**

##### **Class Participation:**

In-class discussion of topics and readings is essential for this seminar-style course. It also demonstrates critical understanding and analysis of material. **20 points**

**Post-Course Assignment:**

This assignment seeks to combine students' review and reaction to readings with a bit of their own research. First, read the *López Segre* book. In the same fashion as you did for assignment 1 (above), provide your review and reactions. Then, by using primary sources from the *New York Times* or *Washington Post* (or both)—found online—track U.S.-Cuban relations as reported by these newspapers (in, say, the last 40 years or most recently). Use at least 5 or 6 articles or editorials on a specific aspect of the foreign policy between these 2 countries, or it can be more in general, too. Whatever the student seeks to research or is able to find will work here. Blend that primary research into your review of the readings to discuss this U.S.-Cuba history. Paper should be 8 to 10 pages, double-spaced, using correct margins, 12 font, and making use of proper citation style (again, any style the student chooses to use, just be consistent). **25 points, due no later than 3 weeks after the end of the course, or Sun. January 7, 2018, as a Word.doc e-mail sent to Dr. Evans.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Final course grades will be based on the following:

Assignment	Due Date	Points
Pre-course assignment	1 week prior to the first class, <b>December 4, 2017</b>	15
Three Quizzes (5 points each)	During class sessions	15
Final exam	Last class session	25
Class participation	During class sessions	20
Post-course assignment	NLT 3 weeks after course, <b>January 7, 2018</b>	25

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Sterling Evans, Ph.D.**

### Education

- PhD in History, University of Kansas, 1997
- MA in Latin American Studies, University of Kansas, 1992
- BA in Spanish and History, Anderson University (IN), 1981

### Current Positions

Professor, Louise Welsh Chair in Oklahoma, Southern Plains, and Borderlands History, Dept. of History, University of Oklahoma (Norman, OK), 2008 to present

### Frequently Taught Advanced Programs Courses

- HIST 6970: U.S. Foreign Policy in Latin America
- HIST 6300: U.S. Relations with Cuba

### Major Areas of Teaching and Research Interest

At the University of Oklahoma I regularly teach:

- Modern Latin America
- Modern Mexico
- History of Oklahoma
- Seminar on North American Borderlands
- Environmental History of the American West

My research interests include

- Environmental history (U.S. and Latin America),
- Agricultural history, and
- Borderlands/transnational history (especially of that of North America and Latin America and the connections between the two).

### Representative Publications and Presentations

- Sterling Evans, *The Green Republic: A Conservation History of Costa Rica* (Austin: University of Texas Press, 1999).
- Sterling Evans, *Bound in Twine: The History and Ecology of the Henequen-Wheat Complex for Mexico and the American and Canadian Plains, 1880-1950* (College Station: Texas A&M University Press, 2007).
- Sterling Evans, ed., *The Borderlands of the American and Canadian Wests: Essays on Regional History of the 49<sup>th</sup> Parallel* (Lincoln: University of Nebraska Press, 2006).

### Representative Honors and Awards Received

- Theodore Saloutos Prize for best book in agricultural history, for *Bound in Twine*, 2000.
- Carolyn Bancroft Prize for best on American West, for *Bound in Twine*, 2001.
- Edwin Lieuwen Award for Teaching and Promotion of Latin American Studies, 2014.

### Major Professional Affiliations

- Western History Association
- American Society for Environmental History
- Agricultural History Society
- Rocky Mountain Council for Latin American Studies